

CONCORDIA'S THURSDAY REPORT

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Professor also advocates greater course loads

Julio Tresierra fights 'biopiracy'

BY PHIL MOSCOVITCH

It's open season on the indigenous peoples of Latin America, according to Sociology and Anthropology Professor Julio Tresierra.

Tresierra, who spends two to three months a year in Central and South America, helps people combat the effects of globalized trade on their cultures and the looting of their traditional knowledge by multinationals.

"There is an economic frontier being opened — that of the exploitation of biodiversity," he said. On this frontier, "bio-prospectors" seek commercial applications for the traditional knowledge of native populations, and for the plants and minerals found on their territory.

This, Tresierra warned, carries with it the "omnipresent danger of biopiracy; that is, the stealing of bio-

logical elements and the taking away of traditional knowledge for commercial purposes without the knowledge, consent or compensation of the people involved."

He pointed to the case of the Gnome people of Panama. Two American doctors working in the area discovered that the Gnome are immune to a virus resembling HIV. They took blood samples from the local people and later tried to patent a cell line. If the patent had been granted, the genetic makeup of a Gnome individual would have become a marketable commodity.

"This is one isolated case that we know about, but we don't know what is going on with so many other cases," Tresierra said.

Multinational companies, especially in the textile, food and pharmaceutical industries, are exploring biodiverse parts of the world in

search of resources and knowledge. And with intellectual property rights now protected by the World Trade Organization, knowledge they take away from the rain forests becomes their property, protected by international law.

Because many indigenous peoples have no contact with the global trading system, they're vulnerable to this kind of exploitation. And when they do integrate, not only is their culture at risk, they're also at the bottom of the economic food chain.

"These people — hunters and gatherers, horticulturists or small peasants — will be absorbed into the market economy at the lowest possible position, with no possibilities to truly compete with other components of the market economy," Tresierra said.

"Their traditional economic structure will be shattered by these more

advanced emissaries of the market economy, and they will have no way of defending themselves with the kinds of economic structures that they have."

Part of Tresierra's involvement includes working with the indigenous and black populations of Colombia as an advisor on land rights, writing the Bolivian government's developmental plan for native peoples, and producing reports on biodiversity, intellectual property and territorial rights for indigenous people's organizations.

Closer to home, Tresierra finds himself mounting a different kind of campaign.

In an attempt to bridge the gap between teaching and research, he volunteered to teach a graduate-level Political Science course this semester.

Tresierra believes the focus on
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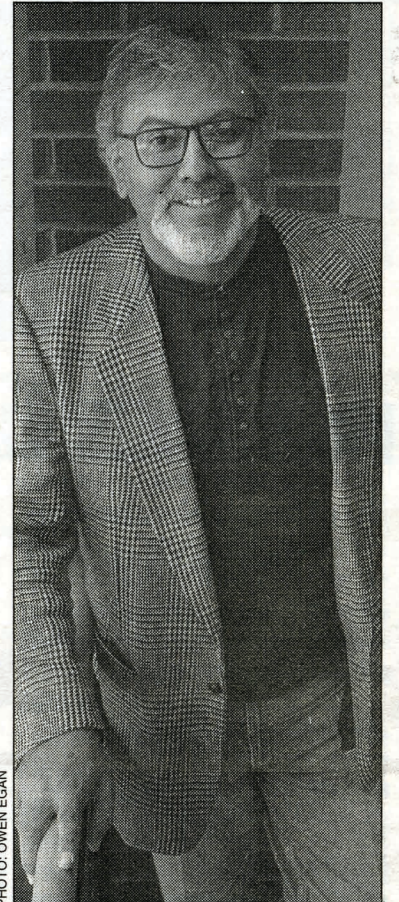


PHOTO: OWEN EGAN

Julio Tresierra

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Professor develops sound-and-image computer programme

Greek god lives in MITE-AVISTA lab

BY ADRIANA BRASILEIRO

Design Art Professor Don Ritter has brought the lyre-playing Greek god of music back to life in multimedia software.

Orpheus is an interactive video and music software program that allows real-time synchronization of sound and images. The program "listens" to live-music input, and controls images previously loaded into the computer. This allows the images to be played according to volume, pitch, rhythm, note duration and tempo.

"If you watch my mouth, you'll notice that my lips are moving," Ritter said, by way of analogy. "You know the sound is coming out at exactly the same time." In the same way, the way the image looks on the screen depends on the sound being played live.

Orpheus does his stuff live, in performance. Visual media, such as painting, sculpture and photography don't make people sing, laugh and clap the way music does, which makes it unusual for a visual artist. "Most visual media are not performance media. What I'm trying to do is to create something that's alive."

Orpheus is also non-linear, unlike video or film. Images can be played

by the computer in any order, according to the sound produced at that moment by the musical source.

The idea for the software came up about eight years ago, while Ritter was doing a Master's of Science in Visual Studies at the Center for Advanced Visual Studies at the Massachusetts Institute of Technology.

He was paired with George Lewis, a jazz musician who wanted to control video images with his trombone-playing. Ritter created the

program in eight weeks.

In 1988 Ritter and Lewis performed *Nose Against Glass* at the MIT Video Lab, in which Lewis's trombone controlled a video sequence of hands coming out of Ritter's head.

After fervent praise for the invention and reviews describing the performance as "onanistic" and "Daliesque," the project took off and hasn't stopped developing.

Ritter got a grant from the Canada Council after leaving MIT, and

went to Toronto to expand what would later become Orpheus.

In his most recent work, *A Structural Theory of Emotions*, sampled vocal expressions and sounds from electronic drums are translated by Orpheus, which instantly plays video sequences of Ritter's face showing emotions such as happiness and anger on a large screen.

The target audience for Orpheus is "the multimedia artist who wants to present environments of synchronized image and sound." Although Orpheus is commercially available through Ritter, he has little time to devote to selling the computer program.

"Writing a piece of software and making it marketable is a great deal of work," he said. Before releasing it in the marketplace, every hole in the software had to be plugged to ensure that users didn't have any problems.

Already, the software is being used by Wayne State University in Detroit.

Ritter plans to spend his upcoming sabbatical rewriting Orpheus for a Silicon Graphics computer system.

To use Orpheus, you need an Amiga computer, a MIDI (Musical Instrument Digital Interface) cable to allow the instrument to "talk" to

See Orpheus, p. 7



Four video frames of Don Ritter from *A Structural Theory of Emotions* (1992), part of an interactive performance using Orpheus.

Teachers must moonlight to make ends meet, Wareham says

Chinese experience educates an educator

BY JACQUELINE HENNEKEN

When he went to China to teach for the first time, English Professor Ronald Wareham was afraid he would have to be careful about what he said in class. The authorities might think that he came to preach counter-revolution. But Wareham found he could discuss practically anything he wanted.

Wareham talked about his Chinese experiences recently in the lecture series "Thursdays at Loneran," sponsored by Loneran College. A teacher at Concordia since 1959, he took time off in 1985 to teach the history of British and American literature at a teachers' college in Quanzhou, a medium-sized city 200 kilometres south of Shanghai. Since then he has returned three times, to spend a total of 19 months there.

"The main difference between Chinese students and students here is that the Chinese are so subdued. They have never learned to ask questions or to challenge the teacher," Wareham told his audience. He was only moderately successful in changing that attitude in his class, although on a video of one of his classes on Plato, a few students, in careful English, did ask questions. In

Wareham's description, his pupils were not stereotypical superstars, but students who worked hard when pushed.

His fear that he could only talk about politically neutral subjects proved to be nonsense. The only restriction he encountered was when he wanted to show his students a video of *Romeo and Juliet*, which had one nude scene. The school board decided it could not accept that, in spite of Wareham's assurance that the famous lovers were married in that part of the play.

Education for Chinese students is relatively as expensive as it is here, Wareham said. Students come from all parts of society, and some must work part-time. "The students are certainly not the elite," Wareham explained.

The situation is different for teachers, whose salaries are very low. "Only one third of their time is for the students," Wareham said. "The rest of the week the teachers are out in the private sector earning money. The students are neglected, which is a serious problem of the Chinese education system."

The rebellion which erupted in Tiananmen Square in 1989 had a serious impact on life in Quanzhou,

Wareham said. He wasn't there at the time, but when he came back, he could feel "a dip in the atmosphere."

One of his brightest students was supposed to go to graduate school, but the administration decided to hold her back because she had disgraced herself by supporting the democratic movement.

As the first anniversary of the students' revolt drew nearer, Wareham noticed that the college became very tense. "The students were told to remove everything from the walls to avoid the dissemination of revolutionary propaganda."

However, he had the impression that most students were quite content with the political system. "They complained a lot, but so do people here. Most Chinese seem to be still pretty loyal."

A few among the audience at this lecture were interested in going to China themselves. Wareham, who arranged his contacts in Quanzhou himself, said it was not hard at all to find a position there. "Even if you just go and apply, especially for a job teaching English, there are plenty of opportunities." He advised people to go for it.

"I kept telling myself I was lucky to get paid for doing this." ♦

Theatre student Writes on the Edge

Theatre student Csilla Pzibislawsky is one of four student writers who won a place in the Playwrights' Workshop Montreal's annual Write on the Edge event.

Her first play, *Birdsongs*, will be fine-tuned with a dramaturge this week and given a public reading with three other plays at the Strathearn Centre.

Pzibislawsky just moved here from Winnipeg, where she grew up. Her theatrical credentials are already impressive. On a backpacking vacation, she took part in the famous Edinburgh Fringe Festival, where she met a fellow actor, a woman who

"moved exquisitely." The woman had been a student at the Jacques Lecoq theatre school in Paris, so Pzibislawsky enrolled there.

When she returned to Winnipeg, she tried to start her own theatre company, but it fizzled after one production.

"The actors in Winnipeg are fantastic, but because the audiences are conservative, they're not willing to strike out on their own."

Birdsongs is about a young Hungarian boy whose family has just immigrated to rural Manitoba. Shunned by his schoolmates, he seeks refuge in the woods, where he

befriends a blind girl his own age with a talent for communicating with the birds.

Pzibislawsky wrote *Birdsongs* in Professor Kit Brennan's playwrighting course last semester. Brennan herself just won the National Playwrighting Competition for *Tiger's Heart*, which recently premiered in Ottawa.

-BB

Write for the Edge takes place at the Strathearn Centre, 3680 Jeanne Mance, tonight and tomorrow, starting at 8 p.m. *Birdsongs* will be presented on Friday. ♦

IN BRIEF...

Educators denounce federal cuts

The federal budget tabled recently projects a decrease of \$7 billion in cash transfers to the provinces for social programs, which include post-secondary education. Further reductions will be made of \$2.5 billion in 1996 and \$2 billion in 1997 — a 39-per-cent reduction within the next three years.

In addition, cuts will be made to the major federal granting agencies. The Social Sciences and Humanities Research Council and the Natural Sciences and Engineering Research Coun-

cil will each be cut by 14 per cent, while the Medical Research Council will be cut by 10 per cent.

Reaction has followed swiftly.

A paper issued by the Association of Universities and Colleges of Canada notes that while this move will likely result in increased tuition fees, the budget makes no reference to the possibility of increased student assistance, and Human Resources Development Canada, the federal source of much of that funding, will also be pared down by 35 per cent over the next three years.

Similarly, the AUCC says, new arrangements governing provincial

transfers may jeopardize the health of the infrastructure of the federal research granting councils. The three main granting agencies face cuts of nearly \$108 million.

Elaine Nardocchio, president of the Canadian Federation for the Humanities, denounced the cut to SSHRC in the strongest terms.

"Only those with a poor understanding of the nature of humanities education and research will see this move as deficit-fighting, she said. "The reality is that we are running up a massive educational deficit."

-BB

OFF THE CUFF

COMPILED BY BARBARA BLACK

Off the Cuff is a column of opinion and insight into major issues in the news. If you are a Concordia faculty or staff member and have something to say "off the cuff," call CTR at 848-4882.

Universities must educate for a new, leaner world: Jalilvand

Professor Abolhassan Jalilvand, chair of the Department of Finance, was Concordia's designated hitter on last week's federal budget, and did a number of analyses for local media. We asked for his reaction.



PHOTO: JONAS PAPAURELIS

Were there any surprises?

First, the magnitude of the cuts in the civil service itself. Second, the ratio of spending cuts to tax increases. Over the next three years, for every dollar in increased taxes, they are cutting \$7 in spending. That's a ratio of 7 to 1; normally, one could expect a ratio of 5 to 1 in a tough budget. Third, the selectivity of the cuts. This was not an across-the-board reduction. It shows that they thought about it.

Do you think the budget is a good one?

My reaction is one of guarded optimism. You can see the positive reaction of the business community, with the dollar trading higher and interest rates poised to come down.

Finance Minister Paul Martin's assumptions about productivity growth were conservative; some experts are saying that we can do even better in terms of gross national product and interest rates. But this way, if we do do better, it will be a bonus.

How will the budget affect Québec universities, especially Concordia?

Well, my guess is that Québec will get about \$400 million less in transfer payments starting in 1996-97, and we'll have to see how the province decides to distribute the cuts. It would be difficult to favour universities over hospitals, for example. In any case, we will have to manage this budgetary compression in an innovative way so as to promote growth.

Is the end of the budget-tightening in sight?

Not at all. Keep in mind that even if Martin succeeds in his objectives with this budget, by the end of 1996-97, the national debt will have grown from \$550 billion to \$650 billion. We're paying about \$40 million a year just in interest payments. If we didn't have that interest to pay, this would be a surplus budget. Because of the debt, it's still a deficit.

Any last thoughts?

One thing disappoints me. The budget talks about the need for smaller government and leaner organizations generally, but it doesn't tell people how to live that way, or provide any specific funds for that kind of training.

The primary function of universities will be to train people to be more productive, to streamline organizations and promote quality, to do more with less. This more competitive world is not a temporary condition, it's a new reality.

Call for nominations:

Spring Convocation Medals and Awards

April 13 is the deadline to nominate graduating students for the Concordia Medal, the Malone Medal and the O'Brien Medal, and to nominate any member of the University community for the First Graduating Class Award.

Nomination forms and lists of the criteria are available from the Dean of Students Offices (SGW: H-653, LOY: AD-121) and Student Services Centres (SGW:LB-185; LOY-AD-211).

Hara's Quest: A musical, ecological, spiritual journey

BY ALLAN KUNIGIS

Sitting on a Florida beach last summer, gazing at the ocean, singer-composer Barbara Lewis was inspired by the bond between her fellow humans and some dolphins swimming close to shore.

"I was mystified by the connection people have with dolphins," the Music professor recalled. "I'm strongly attracted to what goes on in the ocean. It's the final frontier. I thought of a show dealing with the human attraction to the ocean."

Lewis will share her inspiration in a free concert at the Concordia Concert Hall at 3:30 this Sunday afternoon. *Hara's Quest* is a production combining the spoken word, song and instrumentation, and lasting just under an hour.

It is set in San Francisco in 2023. In the face of escalating violence and natural disasters, a young woman named Hara feels disconnected from her surroundings. With other lost, yearning souls, she sets sail for Fires of the Souls Island, listens to the life stories of several companions, and follows her dream to Indonesia.

"Metaphorically, the show is about inner discovery, how we realize we're

constantly learning and growing, and how Hara feels she is on a journey home," Lewis said. "It also expresses a strong need I have to reconnect with nature."

Hara's Quest is a work in progress, the collaboration of a dozen Concordia faculty, students and alumni. It began as a partnership between Lewis, who is in her fifth year teaching voice here, and sound technician Mark Corwin, who teaches electroacoustics and sound recording.

Since the fall, the group has grown to include guitarist Roddy Elias, a Jazz Studies professor in Concordia's Music Department, composer/arranger Richard Hunt on keyboard and synthesizers, and Nancy Corwin on viola. Several current and former students provide backup vocals, percussion and fiddle.

The music-making process gave the students the opportunity to contribute.

"It's been a great learning experience," said student Danie Pullen, a backup vocalist. "Barbara was wonderful to work with. She wanted to know our ideas and try them out. The whole team was wonderful. The music is different and very beautiful.

Some songs go right through you."

Other students or alumni in the production are Beth Katz, Alan Brown, Danny Mulowney, Marie-Soleil Bélanger and Suzanne Ungar. It is directed by Lewis's husband, writer and alumnus Nicholas Regush.

Lewis described the music as exotic, with influences from Asia, the South Pacific, the New Age genre and an unusual combination of instruments. "We're aiming for futuristic, other-worldly sounds," she said. "I like to look forward and create music that doesn't follow rules."

The words are well matched to the music. "The lyrics have a lot of ideas and texture. My desire is to use the music and our talents to say things about the world and our future."

In addition to writing *Hara's Quest* as a book of prose, she said she's excited about producing a CD-ROM of *Hara's Quest*.

"Having everything relating to *Hara's Quest* in one place will allow people to see the journey taking place. You can hear the music and go in another direction, to see what the world was like where the characters came from." ♥



Barbara Lewis (right) rehearses with musicians (left to right) Alan Brown, Beth Katz and Danie Pullen.

Here are more free concerts for every musical taste

Tonight at 8 p.m., the Concordia Chamber Choir performs Purcell's *Dido and Aeneas*.

Tomorrow at 8, the Nia Quintet will perform modern works.

Next Tuesday and Wednesday at 8 o'clock, there will be electroacoustic concerts.

On Friday, March 17 at 8 o'clock, Concordia composers will be featured. Guest artist Laura Wilcox will play John Winiarz's *Mosaic* for solo viola — a world premiere. Also on the program, *Favour*, a work for viola with live electroacoustic processing by David Jaeger, and *Sum Thirsty Sum*, a work

for trumpet, saxophone and tape by Mark Corwin.

And on Saturday, March 18 at 8 o'clock, there is a jazz concert, featuring trumpeter Charles Ellison and an all-star quintet. All of the concerts will be held at the Concordia Concert Hall.

AT A GLANCE

COMPILED BY BARBARA BLACK

This column welcomes the submissions of all Concordia faculty and staff to promote and encourage individual and group activities in teaching and research, and to encourage work-related achievements.

Lisa Mitchell (Sociology and Anthropology) gave a paper at the American Anthropological Association meetings in December in Atlanta. Its title was "Transforming Echoes: Toward a Cultural History of Ultrasound Fetal Imaging in Montreal."

Elizabeth Langley (Contemporary Dance) attends a conference of the World Dance Alliance Americas Centre in Mexico this month.

L'Agora de la Danse commissioned Langley's colleague, **Sylvy Panet-Raymond**, to give a public lecture on the international influence of Montréal dancers and choreographers over the past decade. In May, Panet-Raymond will give a lecture/demonstration at the Joint Conference of the Society of Dance History Scholars and the Association for Dance in Universities and Colleges in Canada (ADUCC).

Mario Falsetto (Cinema) recently gave a lecture at Middlebury College in Vermont in their visiting artists/scholars series. The title was "Style and Characterization in Stanley Kubrick's *Barry Lyndon* (1975)." He has just completed an anthology, *Perspectives on Stanley Kubrick*, to be published next fall by G.K. Hall. His most recent book, *Stanley Kubrick: A Narrative and Stylistic Analysis*, was published by Greenwood/Praeger last September.

Radu Zmeureanu (Centre for Building Studies) has a three-page article describing the Centre's excellent programs in the magazine *La maîtrise de l'énergie*, published by l'Association québécoise pour la maîtrise de l'énergie (AQME).

An article by **Klaus J. Herrmann** (Political Science) titled "Must Classic Reform Judaism be Theistic?" was featured in the Fall 1994 *Issues*, a quarterly published by the American Council for Judaism in Alexandria, Virginia.

Lynn Smith (Cinema) is one of four artists chosen for a U.S. public television series called *Animated Women*. Smith has won awards for her animation aimed at children, including a Genie for *Pearl's Diner* (1993), and has done an animated treatment of Carl Sandburg's poem, *Arithmetic*.

Lea Prevel Katsanis (Marketing) had two lead articles published in the *Journal of Product and Brand Management*, "The Ideology of Political Correctness and its Effect on Brand Strategy," and "Do Unmentionable Products Still Exist? An Empirical Investigation." The first-named article has been nominated for an Outstanding Article Award in that volume.

Norma Klein (Sociology and Anthropology) published an article called "Slavery and Akan Origins?" in the Fall 1994 edition of *Ethnohistory*.

Welcome to **Alain Joffe**, who has accepted an appointment as research associate without stipend in the Montréal Institute for Genocide and Human Rights, associated with the University.

Jane LeBrun, **Trent Newmeyer** and **Mary Perri** (all graduate students in Sociology and Anthropology) wrote "Reality Bites: Challenging Prostitute Stereotypes" for *Perspectives* last fall. It is about their experiences interviewing street prostitutes in Montréal and Toronto for a research project conducted by Professor **Fran Shaver**.

Frank Müller (Economics) had a paper, "Transfer Payments to Developing Countries for Environmental Protection: A Viewpoint" accepted for publication in the *International Journal of Environmental Studies*. A comment on his paper, "Economic Development and the Environment: A Comparison of Sustainable Development with Conventional Development Economics," was published in *Ecological Economics* (Vol. 11, 1994).

Patrick Landsley (Painting and Drawing) was invited to give a critique of students' work in the Master's of Fine Arts in Visual Art program at Vermont College of Norwich University, in Montpellier.

Kathleen Perry, formerly Employment Equity Co-ordinator and Advisor to the Rector on the Status of Women, has become Associate Dean for Communications and Advancement in the Faculty of Fine Arts.

Welcome to new staff: **Germaine Chau**, who joins the Diploma in Accountancy program as assistant director.

University gets a (qualified) vote of confidence

BY JILL BORRA

A large proportion of students have expressed satisfaction with Concordia, according to a survey of 625 undergraduates.

Asked to rate their level of satisfaction with services offered by the University, 80 per cent of the students, who were interviewed at random last spring, said they were generally satisfied. This response was topped only by students' satisfaction with library facilities and average undergraduate class size.

On the other end of the scale, fewer than half of the respondents were happy with the University's academic advising and concern for individuals, and fewer than one-third were satisfied with financial aid services, medical services and athletic facilities.

The survey, intended to help staff understand how students think about a variety of issues, was done at several Canadian universities. It was organized here by Sup Mei Graub, Director of Counselling and Development, and Roger Côté, Director of the Financial Aid and Awards Office, who are publishing the results in a monthly bulletin called *Focus*, which explores different survey topics in each issue.

Teaching a priority

While the second volume reports that three-quarters of the students are satisfied with the quality of teaching at the University, the first volume indicated that 89 per cent of students consider an increased emphasis on teaching excellence a priority.

These inconsistencies may reflect the method of reporting survey responses. Students responding to the survey were asked their opinions on a variety of topics, including quality of teaching, academic advising, personal safety on campus, financial aid services and instructional facilities. While possible responses included Very Satisfied, Somewhat Satisfied, Somewhat Dissatisfied, Very Dissatisfied and Don't Know,

the two satisfaction ratings were combined to reflect a "satisfied" response, and the two dissatisfaction ratings to reflect a "dissatisfied" response.

If a student is only somewhat satisfied with a university service, there could be improvement. Projecting that opinion as an indication of satisfaction may not accurately reflect the students' responses to the questions asked.

One conclusion noted in *Focus* is that the number of 'Don't Know' responses goes up as the number of satisfaction responses decreases. Predictably, more students answered 'Don't Know' for services that are experiential in nature, such as parking facilities and services for international or First Nations students.

The responses were also analyzed separately for Arts and Science students. Although the mean responses for all questions did not vary greatly between Faculties, some differences in specific areas were apparent. While Arts students showed a higher level of satisfaction with student-sponsored social activities, Science students showed the lowest satisfaction rating in this area, and were more satisfied with academic advising.

The Concordia Council on Student Life (CCSL) is conducting a similar review. A memo sent out to faculty and staff asks for comments or criticism about Support Services, Financial Aid, Health Services and Counselling and Development.

Donald Boisvert, Associate Vice-Rector, Services (Student Life), and chair of the review committee, said this is part of the regular consultation process, but a survey specifically aimed at students will be conducted at a later time. He said the pan-Canadian survey whose results are reflected in *Focus* is not specific enough to Concordia.

"We are in fact culling the useful information from that survey for the review committee, but that doesn't tell us how Concordia students feel about Concordia student services," he said. ■

IN BRIEF...

Novel ideas

The 1995 edition of the Lahey Lecture, organized every year by the Department of English, is scheduled for Tuesday, March 14, on the Loyola Campus.

This year's featured speaker is Michael McKeon, a distinguished scholar of 18th-century English literature and a professor at Rutgers University.

McKeon, a Marxist critic, is the author of *The Origins of the English Novel*, which won the James Russell Lowell Prize when it was published in 1987. He will re-examine and expand on those ideas, in a talk titled "Replacing Patrilineage: Thoughts on the Novel After its Origins."

The lecture starts at 8:30 p.m. in BR-207, 3475 West Broadway Ave. For more information, call 848-2340.

-BB

Dinosaurs done in by asteroid

BY SYLVAIN COMEAU

A comet or an asteroid probably killed the dinosaurs, according to Sydney van den Bergh, principal research officer at the Dominion Astrophysical Observatory in Victoria, B.C.

Van den Bergh told an audience in the Alumni Auditorium last Thursday that there were three mass extinctions in prehistory, but the demise of the dinosaurs is the only one to be explained to most scientists' satisfaction.

"There is a lot of controversy about the other extinctions, but a consensus has formed that a comet or asteroid hit Earth 65 million years ago and destroyed the dinosaurs, and many other species as well."

The theory was advanced for many years without a "smoking gun" to confirm its validity. That evidence was provided by accident by a Mexican oil company drilling on the tip of the Yucatan peninsula. They found a huge crater dating back 65 million years, probably caused by a comet 10 kilometres long.

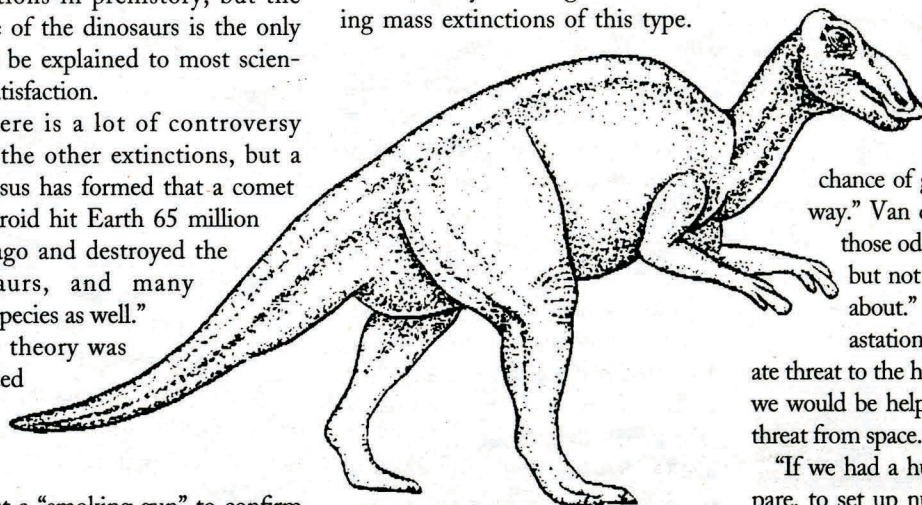
While other theories — such as volcanoes, tidal waves and supernovas — were rejected because they could not account for the scale of the extinctions, the comet theory gained ground. Dinosaur footprints were the clincher; they have all been found to originate before the formation of the Yucatan crater.

Van den Bergh said that such an impact — the equivalent of 120 one-megaton hydrogen bombs — causes

super-earthquakes of over 13 on the Richter scale, tidal waves, and months of darkness as a huge cloud of dust thrown into the atmosphere blocks the sun.

According to van den Bergh, the knowledge of such cataclysms has changed views about evolution.

"The qualities that make an organism competitive in the Darwinian sense, such as the ability to adapt, do not necessarily make it good at surviving mass extinctions of this type."



The detritus-eaters survived, while those animals that needed fresh food died off. Normally, in Darwinian evolution, you would not expect scavengers to be the most likely survivors."

Our own evolution depended heavily on the extinction of the dinosaurs.

"If the dinosaurs hadn't been wiped out, mammals wouldn't have been able to develop. While the dinosaurs ruled, the mammals could only occupy very minor niches in little burrows. If they showed their faces, they got gobbled up." Most mammals were "primitive, rat-like beings" which would never have

been able to evolve.

But while the cataclysm 65 million years ago ended up giving humans a push, could a similar event in the future do the opposite? Van den Bergh said that "this solar system is a dangerous place to be," with tens of billions of comets and asteroids widely distributed throughout.

"Our chances of being wiped out in a similar event are good because this kind of event happens

about once in every 200 million years.

Every person has about a one-in-three-million

chance of getting killed in this way." Van den Bergh describes

those odds as "not negligible, but not something to worry about." Environmental dev-

astation is a more immediate threat to the human race, although we would be helpless in the face of a threat from space.

"If we had a hundred years to prepare, to set up nuclear rockets and a large surveillance system to detect asteroids long before they hit, it might be a worthwhile proposition. But it would be a hopeless cause now."

Van den Bergh expects life on earth to survive, given its past record of remarkable hardiness.

"Life is very versatile — although it could have been just blind luck. Maybe the male and female of some species happened to be deep in a hole when the explosion occurred."

His lecture was organized by Concordia's Science College. ■

CONCORDIA'S THURSDAY REPORT

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IN MEMORIAM

Lynn Teskey

The Department of Religion was saddened to learn of the death of Lynn Teskey Denton, of leukemia, at the McMaster University Medical Centre in Hamilton on March 1.

Lynn taught in the Department from 1984 to 1989. She was greatly admired as a researcher and as a conscientious and supportive teacher. She taught Hinduism, Asian Religions, Women and Religion, and Methodologies in the Study of Religion.

Lynn did her BA and MA at McMaster University, and her doctoral studies at the Institute of Social Anthropology, Oxford University.

For her doctoral research, she lived among a group of Hindu women ascetics in the holy city of Benares, India. Part of this research is published in *Role and Rituals for Hindu Women*, edited by Julia Leslie (Pinter Publishers, London, 1991).

A memorial service was held at St. Paul's United Church in Dundas, Ont., on March 4. Professor Teskey is survived by her husband, Frank Denton, and four-year-old daughter, Emily.

From the unreal lead me to the real
From darkness lead me to light
From death lead me to that beyond death.

- Brihadaranyaka Upanishad

PREPARED BY NOEL SALMOND (RELIGION)

Dealing with the Cuts: Budget Measures for 1995-96

THE CURRENT FINANCIAL SITUATION

The University faces a serious financial crisis for 1995-96 and into the foreseeable future.

Relative to the 1994-95 operating budget, expenditures must be reduced by approximately \$10 M¹ for 1995-96. This represents a decrease of 6.25% in Concordia's total admissible operating funds.²

In the widely-distributed document *A Financial Framework: 1994-1999*, the required reduction in expenditures for 1995-96 (with respect to the 1994-95 budget) was projected to be \$2.4 M. The changes that have caused this figure to increase to \$10 M can be summarized as follows:

1. During the first half of the current academic year it became clear that one of the assumptions of the Financial Framework document was too optimistic. Rather than an increase of \$1.6 M in revenue generated by the funding formula for net increases in our students, there is to be a reduction of about \$2 M in both government funding and tuition revenues as a result of falling enrolments.
2. The net \$500,000 identified in the supplementary operating

budget and cut from the 1994-95 budget on a one-time basis will have to be cut again in 1995-96, because this is a permanent or ongoing reduction to our base budget.

3. In accordance with the University's formal agreement with the Québec government, the repayment of our accumulated debt must be increased by \$500,000 each year.
4. The University's interest costs are estimated to be at least \$300,000 higher in 1995-96.
5. Expected net salary increases for 1995-96, that must be paid out in accordance with existing collective agreements, will be in the range of \$1.5 M.
6. The Québec government has recently announced a further cut to the entire university sector of approximately \$60 M. Concordia's share is expected to be about 9%, just over \$5 M.

In addition, the Financial Framework document identified an additional \$1.4 M for University development; essentially an amount to be reallocated on a permanent, i.e., ongoing basis to fund agreed-upon priorities. If the full development fund were to be realized, then the cut in expenditures for 1995-96, relative to the 1994-95 budget and before

reallocation, would be \$11.4 M. Due to the size of the required cut, however, it is recommended that rather than setting aside funds to create a development pool for 1995-96, money be allocated on a one-time basis to fund monetary incentives for areas that reduce expenditures. In addition to the \$10 M cut, therefore, we will have to save another \$1 M to fund the incentives.³

While the required cuts in expenditures for 1995-96 are drastic, it must be recognized that additional cuts will be required in each of the next several years. In fact, it is expected that the University will have to reduce its base operating budget by at least \$30 M over the next five years, before setting any funds aside for development.

What is of particular concern is that if the trend of decreasing enrolments is not reversed quickly, the required cuts over the following years (1996 to 2000) will be much larger than predicted in the original Financial Framework document.

The reduction in our base operating budget and the process of establishing how it will be accomplished will result in an institution that is quite different than it is now. The challenge is to ensure that our new structure will provide the basis for a stronger, viable, progressive institution.

STRATEGIES FOR ACHIEVING THE BUDGET CUTS AND GENERATING NEW REVENUES

In order to cope with the current and ongoing budget cuts, Concordia needs to develop and implement a combination of short and long-term strategies, incorporating both cost-cutting measures and generation of new revenues.⁴

We need to continue working on a long-term development plan for the University that will help set institutional priorities and thus inform and facilitate decision-making with respect to budget cuts and increased revenues in future years. In addition to identifying our priorities and strengths, we need to begin to recognize those operations that should no longer consume our resources. Through the Academic Appraisal Process we need to find ways to improve the quality of our academic programmes and services where it will count. Through the continuing organizational review process, administrative units will be examined with a view towards streamlining operations and further reducing costs.

The immediate challenge for 1995-96 is to reduce expenditures and to increase revenues so that the combined effect will cover the \$10 M shortfall. It is estimated

that it will be possible to generate \$800,000 in new revenues through increasing miscellaneous fees and parking rates. The following are examples of possible measures that could be implemented to cut between 70% and 80% of the \$10 M throughout the institution. The figures in parentheses represent the **estimated expenditure reductions to the 1995-96 budget**.

1. Offer a time-limited, targeted early retirement option to administrative and support staff.⁵ There are approximately 100 staff between the ages of 55 and 64; half might accept an appropriate package. Up to 40 positions could be closed. **(\$1,300,000)**
2. In addition to the above, in each of the next three to four years about 13 positions in the administrative sector may be terminated through the organizational reviews. **(\$500,000)**
3. Through a combination of incentives, reduce by 75% the number of post-retirement employees, currently comprising 55 faculty and 20 staff. This can be accomplished over two years. The plan would involve guaranteeing replacements with junior faculty or staff and instituting measures to facilitate the transition to retirement. **(\$1,000,000)**

4. Over the next two years, in order to reduce part-time faculty expenditures, increase teaching assignments by an average of 3 credits per full-time faculty member. **(\$1,750,000)**
5. Over two years, increase average class size to 35 to further reduce part-time faculty costs. **(\$800,000)**
6. Over two years, eliminate the supplement for LTA appointments in Faculty budgets. **(\$400,000)**
7. Over two years, phase out the \$250,000 subsidy to Student Services. **(\$150,000)**
8. Reduce by 50% the funds left in departments for faculty salaries when faculty members are appointed to administrative positions. **(\$500,000)**
9. Retain GST rebate, except for Library, Physical Resources, Rentals, Computing Services and external research grants and contracts, instead of returning it to the departments. **(\$300,000)**
10. Over two years, reduce Office of the Rector expenses by \$200,000. **(\$100,000)**
11. Reduce the Registrar's budget and eliminate, for example, the Vin d'honneur at Convocation and the practice of hiring invigilators. **(\$110,000)**
12. Reduce the current expenses for stipends, overtime and employees paid on timesheets. **(\$500,000)**
13. Selective hiring and replacement of staff will continue for 1995-96.⁶
14. Convert some permanent full-time staff positions to permanent part-time, offer reduced-time appointments, etc.

The amount remaining to be cut from the 1995-96 budget will depend on the total expense

reduction we are able to achieve through the measures described above. The distribution of the remaining amount will depend on where the above cuts are realized. It is difficult to predict at this time how the cuts will be distributed throughout the University. Some adjustments will therefore have to be made to ensure that the final distribution is fair and equitable. Some of these adjustments may have to be carried over to 1996-97.

CHANGES TO THE EXISTING BUDGET PROCESS

Consistent with the Senate-approved Academic Planning & Budget Process and recent debates throughout the University, the current budget process will be changed in recognition of the present situation and in an effort to give more responsibility and authority to individual units and Faculties to effectively manage their own resources. Pending completion of University academic and long-term plans, an interim process will be introduced for the 1995-96 year. It is expected that the full process will be in place for the 1996-97 budget cycle. In the interim, the following measures will be introduced, starting in 1995-96:

1. The budget process will be revised to incorporate incentives for areas that realize reductions in expenditures or increases in revenues.
2. For academic departments which are able to reduce the number of post-retirement age faculty, the position(s) will be returned at the junior faculty level in a manner consistent with the overall Faculty staffing plan.
3. The current practice of pro-rata distribution of funds will be modified. Base budgets will be adjusted by taking into account a mix of performance criteria and accepted priorities. In the academic sector, a

model will be developed to help determine how the academic sector's share of the cuts will be distributed across the sector. The model will be based on performance indicators that take into account both changes in enrolment and cost/revenue factors, averaged over a three-year period.

All units outside the academic sector are participating in the current cost-cutting exercise. Administrative budgets will be adjusted based on the results of the organizational review process. Directors whose units have undergone the first phase of the organizational reviews will revisit the final recommendations approved by the Office of the Rector to see if there are any further cuts that can be made. For those units that have not yet been reviewed, Phase II will be initiated shortly.

THE CONSULTATION PROCESS

The consultation process needs to involve the entire University community. In many areas this has already begun. The process needs to be focused and carried out quickly so that a provisional plan, proposing how approximately \$10 M will be cut from the 1995-96 budget, can be submitted to the Board Budget Committee in April.

WHAT IS NEEDED FROM THE UNIVERSITY COMMUNITY

In this round of consultation, comments and suggestions are being sought with respect to the following:

1. What can your Faculty or unit do to help implement the 14 cost-cutting measures described in this document?
2. What specific cost-cutting measures can be implemented in your area to contribute to effecting the remaining cuts to the 1995-96 budget?

3. Can you suggest any additional measures to cut costs throughout the institution?
4. In the long term, what strategies should be considered to generate new revenues, both in your specific area and across the institution?

PRINCIPLES

As discussions take place and strategies are developed to effect the budget cuts for 1995-96, we need to ensure that the decisions made now are not detrimental in the long term. No matter what we do now, we must make sure that certain priorities and fundamentals of the University are preserved.

- We must ensure that the academic goals of the University are not jeopardized.
- Whether in the academic or administrative sectors, the cost-cutting measures must not result in an overall drop in student enrolment.
- We must not direct resources towards improving or maintaining services or programmes that are no longer required.
- We need to identify and support those programmes at both the undergraduate and graduate levels that give us a competitive advantage.
- Cost-cutting measures implemented now should result in reduced duplication.

STEPS IN THE CONSULTATION PROCESS

1. The Deans, Secretary-General and Vice-Rectors will focus the discussions in their own areas. They will also be responsible for coordinating the responses in their areas and for submitting them to the Office of the Vice-Rector Institutional Relations & Finance (VR IR&F).
2. To assist in the consultation process, a team of individuals with the appropriate expertise

will be available to the Deans, Faculty Planning Committees and Directors, etc. to help determine the feasibility of suggested cost-cutting measures.

3. Suggestions and recommendations should be received in the Office of the VR IR&F as soon as possible, but by 7 April 1995 at the latest.

4. The Deans and the Office of the Rector will make final decisions in the context of all available information and suggestions.

A provisional budget will be prepared by mid-April. This document will be distributed to Senate and its committees as well as to all administrative and academic departments for one final round of consultation. It is expected that the operating budget for 1995-96 will be approved by the Board of Governors at its 17 May 1995 meeting.

FOOTNOTES

¹ (M) means millions of dollars.

² Before reductions or cuts, admissible operating funds for 1995-96 are approximately \$160 M. Admissible operating funds do not include Ancillary Services and Student Services operating funds.

³ In this document, the term "cut" refers to permanent removal of funds from operating budgets, while "save" means that the funds are available from one year to the next for the purposes of reallocation or for funding incentives.

⁴ It must be kept in mind that tuition fees will remain frozen for 1995-96.

⁵ It should be noted that an early retirement option already exists for faculty members and librarians.

⁶ The estimated expenditure reductions are not yet available for items 13 and 14.

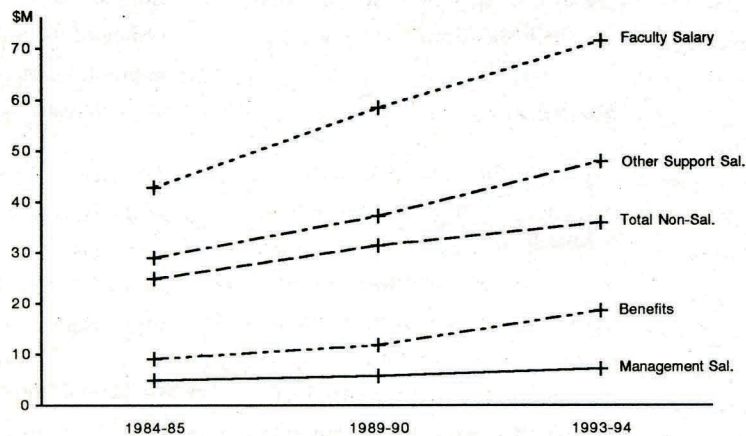
TRENDS 1984-85 TO 1993-94 AND NETWORK COMPARISONS

OPERATING EXPENSES

During the 9-year period between 1984-85 and 1993-94, the University operating expenses have increased by 65.6%. This growth has occurred in the following categories: Benefits (104%), Faculty salary (67.1%), Support staff salary (65.2%), Management salary (44.5%), and Non-salary expenses (44.3%).

Operating Expenses by Category
1984-85, 1989-90 and 1993-94

(All Functions excl. Rentals & Debt Service)

Personnel Salary
1984-85, 1989-90 and 1993-94

Personnel Category	Expense Category	1984-85	1989-90	% Var. 84/89	1993-94	% Var. 84/93
Management	F/T Salary	4,912,036	5,522,108	12.4	7,014,267	42.8
	P/T Salary					
	Other Sal. ¹	12,736	225,701	1672.1	103,247	710.7
	Total	4,924,772	5,747,809	16.7	7,117,514	44.5
Faculty (including Deans, vice-deans and chairs)	F/T Salary ²	30,830,052	44,187,551	43.3	52,034,151	68.8
	P/T Salary	8,775,280	9,451,478	7.7	13,493,428	53.8
	Sabbatical	2,902,638	4,342,846	49.6	5,208,432	79.4
	Other Sal. ¹	292,750	450,462	53.9	773,689	164.3
Teaching and Research Assistant (unrestricted funds)	Total	42,800,720	58,432,337	36.5	71,509,700	67.1
	F/T Salary	257,936	280,889	8.9	371,928	44.2
	P/T Salary	1,549,775	2,236,393	44.3	2,394,380	54.5
	Total	1,807,711	2,517,282	39.3	2,766,308	53.0
Professional	F/T Salary	6,146,416	9,211,710	49.9	13,051,800	112.3
	P/T Salary	330,755	677,601	104.9	644,680	94.9
	Other Sal. ¹	26,632	239,350	798.7	357,065	1240.7
	Total	6,503,803	10,128,661	55.7	14,053,545	116.1
Technical	F/T Salary	2,454,360	3,408,440	38.9	4,302,912	75.3
	P/T Salary	707,373	1,112,169	57.2	795,668	12.5
	Other Sal. ¹	16,146	85,766	431.2	19,751	22.3
	Total	3,177,879	4,606,375	45.0	5,118,331	61.1
Office	F/T Salary	10,655,749	12,797,056	20.1	16,294,427	52.9
	P/T Salary	1,802,457	2,412,484	33.8	3,015,074	67.3
	Other Sal. ¹	208,044	298,278	43.4	946,778	355.1
	Total	12,666,250	15,507,818	22.4	20,256,279	59.9
Trades and Crafts	F/T Salary	4,075,529	3,914,446	-4.0	4,223,302	3.6
	P/T Salary	378,068	391,414	3.5	1,179,009	211.9
	Other Sal. ¹	409,858	225,681	-44.9	339,939	-17.1
	Total	4,863,455	4,531,541	-6.8	5,742,250	18.1
All personnel categories	F/T Salary	59,332,078	79,322,200	33.7	97,292,787	64.0
	P/T Salary	13,543,708	16,281,539	20.2	21,522,239	58.9
	Sabbatical	2,902,638	4,342,846	49.6	5,208,432	79.4
	Other Sal. ¹	966,166	1,525,238	57.9	2,540,469	162.9
	Total	76,744,590	101,471,823	32.2	126,563,927	64.9

¹ Includes stipends, overtime and pre-retirement and retirement salary settlements.² Includes part-time faculty not remunerated on the basis of course contracts in 1984-85 (32.9 FTE for a salary mass of \$1,383,784), and courses taught with stipends by F/T faculty.

Source: Concordia Rapports Financiers Annuels

Office of Institutional Planning and Research

PERSONNEL SALARY

Personnel salary and benefits amounted to 79.8% of University total expenses in 1993-94. By employee category, professional salary expenses representing 11.1% of total salary in 1993-94 have increased the most during the 9-yr period (116%) followed by faculty (67.1%), technical (61.1%), office (59.9%), teaching and research assistants (53%), management (44.5%) and trades and crafts (18.1%). Full-time salary expenses have evolved more rapidly than Part-time (64% and 59% respectively). Expenses for stipends, overtime, and pre-retirement and retirement salary settlements have increased by 163%. In 1993-94, these expenses amounted to 2% of total salary expenses.

Operating Expenses
1984-85, 1989-90 and 1993-94

Function	Expense Category	1984-85	1989-90	% Var. 84/89	1993-94	% Var. 84/93
Faculty and Departments	Management Salary	316,564	112,559	(64.4)	221,142	(30.1)
	Faculty Salary*	42,273,785	57,356,568	35.7	70,088,963	65.8
	Other Support Salary	9,297,706	13,490,813	45.1	16,425,096	76.7
	Total Salary	51,888,055	70,959,940	36.8	86,735,201	67.2
	Benefits	6,090,505	8,185,508	34.4	12,701,738	108.5
	Total Non-Salary	4,438,840	6,090,224	37.2	6,382,819	43.8
	Transfers	304,560	304,792	0.1	1,199,104	293.7
	Total Expenses	62,721,960	85,540,464	36.4	107,018,862	70.6
Academic Support Services	Management Salary	919,155	1,170,571	27.4	1,368,526	48.9
	Faculty Salary					
	Other Support Salary	6,331,746	7,896,433	24.7	9,645,140	52.3
	Total Salary	7,250,901	9,067,004	25.0	11,013,666	51.9
	Benefits	900,014	1,116,015	24.0	1,670,041	85.6
	Total Non-Salary	5,435,890	5,326,484	(2.0)	5,710,374	5.0
	Transfers	(896,196)	(850,835)	(5.1)	(652,618)	(27.2)
	Total Expenses	12,690,609	14,658,668	15.5	17,741,463	39.8
Continuing Educ. & Ancillary Serv.	Management Salary	302,650	399,025	31.8	442,830	46.3
	Faculty Salary	526,935	1,075,769	104.2	1,417,237	169.0
	Other Support Salary	1,069,752	1,654,488	54.7	2,511,670	134.8
	Total Salary	1,899,337	3,129,282	64.8	4,371,737	130.2
	Benefits	199,154	310,435	55.9	574,585	188.5
	Total Non-Salary	5,153,938	7,231,730	40.3	8,486,537	64.7
	Transfers	379,768	379,916	0.0	1,210,942	218.9
	Total Expenses	7,632,197	11,051,363	44.8	14,643,801	91.9
Student Services	Management Salary	326,996	385,154	17.8	432,668	32.3
	Faculty Salary					
	Other Support Salary	1,573,402	2,293,715	45.8	3,269,703	107.8
	Total Salary	1,900,398	2,678,869	41.0	3,702,371	94.8
	Benefits	225,523	303,312	34.5	523,558	132.2
	Total Non-Salary	597,156	978,740	63.9	1,186,826	98.7
	Transfers	(49,920)	(49,896)	(0.0)	(378,197)	657.6
	Total Expenses	2,673,157	3,911,025	46.3	5,034,558	88.3
Institutional Support Services **	Management Salary	3,059,407	3,680,500	20.3	4,652,348	52.1
	Faculty Salary	0	0			
	Other Support Salary	10,746,492	11,956,228	11.3	16,088,604	49.7
	Total Salary	13,805,899	15,636,728	13.3	20,744,452	50.3
	Benefits	1,691,637	1,896,186	12.1	3,107,704	83.7
	Total Non-Salary	9,276,549	11,831,165	27.5	14,155,438	52.6
	Transfers	(999,579)	(785,753)	(21.4)	(724,041)	(27.6)
	Total Expenses	23,774,506	28,578,326	20.2	37,283,553	56.8
All functions (excl. rentals & debt service)	Management Salary	4,924,772	5,747,809	16.7	7,117,514	44.5
	Faculty Salary	42,800,720	58,432,337	36.5	71,506,200	67.1
	Other Support Salary	29,019,098	37,291,677	28.5	47,940,213	65.2
	Total Salary	76,744,590	101,471,823	32.2	126,563,927	64.9
	Benefits	9,106,833	11,811,456	29.7	18,577,626	104.0
	Total Non-Salary	24,902,373	31,458,343	26.3	35,921,994	44.3
	Transfers	(1,261,367)	(1,001,776)	(20.6)	655,190	65.0
	Total Expenses	109,492,429	143,739,846	31.3	181,718,737	66.0
Space rentals		4,830,911	8,270,145	71.2	7,101,441	47.0
Debt Services		357,561	5,093,535	1,324.5	1,043,631	191.9
All functions	Total expenses	114,680,901	157,103,526	37.0	189,863,809	65.6

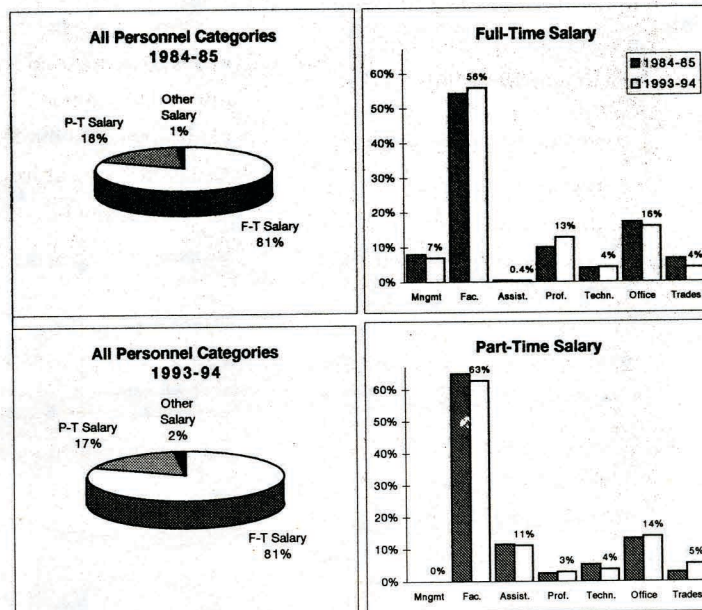
* Includes Deans, Vice-deans and Chairs with faculty salaries for consistency of comparison over time.

** Includes Administration and Grounds and Facilities

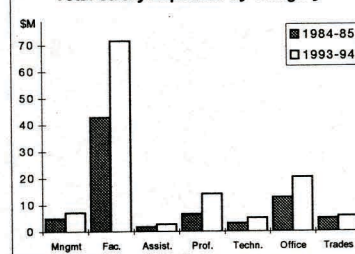
Source: Concordia Rapports Financiers Annuels

Office of Institutional Planning and Research

Salary Expenses by Personnel Category



Total Salary Expenses by Category



Note: "Other Salary" includes stipends, overtime, pre-retirement and retirement salary settlements.

TRENDS 1984-85 TO 1993-94 AND NETWORK COMPARISONS

Full-time Establishment Positions
Concordia University 1985-86 and 1994-95
Units Admissible for Government Funding

1. Support Staff	Administrative			Professional			Technician			Office			Trades & Crafts			Total Support Staff			
	1985-86	1994-95	% Var.	1985-86	1994-95	% Var.	1985-86	1994-95	% Var.	1985-86	1994-95	% Var.	1985-86	1994-95	% Var.	1985-86	1994-95	% Var.	
A. Faculty/Department																			
Arts & Science	1.0		-100.0	22.0	27.5	25.0	42.0	46.0	9.5	89.0	95.5	7.3				154.0	169.0	9.7	
Commerce & Admin.				4.0	11.0	175.0				34.0	34.5	1.5				38.0	45.5	19.7	
Engin. & Comp. Sc.				23.0	33.0	43.5	40.0	24.0	-40.0	28.0	32.5	16.1				91.0	89.5	-1.6	
Fine Arts				8.0	12.0	50.0	13.0	20.5	57.7	14.0	20.5	46.4				35.0	53.0	51.4	
Sch. of Grad. Stud.	4.0	3.0	-25.0		2.0					5.0	9.5	90.0				9.0	14.5	61.1	
Sub-Total A (Faculty/Dept.)	5.0	3.0	-40.0	57.0	85.5	50.0	95.0	90.5	-4.7	170.0	192.5	13.2				327.0	371.5	13.6	
B. Academic Support Serv.																			
Audio-Visual	4.0	3.0	-25.0	5.0	7.0	40.0	23.0	21.0	-8.7	1.0	3.0	200.0				33.0	34.0	3.0	
Computing Services	7.0	7.0		37.0	45.0	21.6	4.0	2.0	-50.0	20.0	16.0	-20.0				68.0	70.0	2.9	
Library	11.0	11.0		27.0	29.0	7.4				130.0	139.0	6.9				168.0	179.0	6.5	
C. Admin. Support Serv.																			
Advancement	2.0	4.0	100.0	3.0	5.0	66.7				2.0	7.0	250.0				7.0	16.0	128.6	
Alumni Office	1.0	3.0	200.0	1.0	3.0	200.0				5.0	2.0	-60.0				7.0	8.0	14.3	
Archives	1.0	1.0			2.0		1.0	1.0								2.0	4.0	100.0	
Conference & Info. Serv.	1.0	1.0								5.0	3.0	-40.0				6.0	4.0	-33.3	
Distribution	1.0	1.0		1.0		-100.0				3.0	1.0	-66.7	12.0	13.0	8.3	17.0	15.0	-11.8	
Envir. Health & Safety				1.0	6.0	500.0				2.0	1.0	-50.0				3.0	7.0	133.3	
Human Resources ¹	2.0	1.0	-50.0	8.0	11.0	37.5				11.0	16.0	45.5				21.0	28.0	33.3	
Inst. Planning & Res. ²	1.0	3.0	200.0	1.0	6.0	500.0				2.0	3.0	50.0				4.0	12.0	200.0	
Internal Audit ³		1.0			1.0						1.0						3.0		
Mail Services	1.0	1.0								12.0	8.0	-33.3				13.0	9.0	-30.8	
Marketing Commun.	1.0	1.0		1.0	3.0	200.0				1.0	1.0					3.0	5.0	66.7	
Other ⁴				2.5	10.0	300.0				1.0	4.0	300.0				3.5	14.0	300.0	
Physical Plan. & Resources	10.0	6.0	-40.0	6.0	16.0	166.7	4.0	4.0		12.0	12.0		152.0	114.0	-25.0	184.0	152.0	-17.4	
Public Relations	1.0	1.0		2.0	4.0	100.0				2.0	2.0					5.0	7.0	40.0	
Purchasing Serv.	1.0	2.0	100.0	3.0	2.0	-33.3				5.0	9.0	80.0				9.0	13.0	44.4	
Rector's Office	14.0	13.0	-7.1	6.0	8.0	33.3				17.0	14.5	-14.7				37.0	35.5	-4.1	
Registrar's Office	6.0	6.0		16.0	17.0	6.3				69.0	60.5	-12.3				91.0	83.5	-8.2	
Research Services ⁵	1.0	2.0	100.0	1.0	3.0	200.0				2.0	3.0	50.0				4.0	8.0	100.0	
Security	2.0	1.0	-50.0		2.0					2.0	2.0		14.0	14.0		18.0	19.0	5.6	
Telesis	1.0		-100.0							6.0	6.0					7.0	6.0	-14.3	
Translation Services		1.0		2.0	1.0	-50.0				1.0	1.5	50.0				3.0	3.5	16.7	
Treasury	9.0	9.0		2.0	5.0	150.0				37.0	35.5	-4.1				48.0	49.5	3.1	
Sub-Total B + C (Acad. & Adm. S. S.)	78.0	79.0	1.3	125.5	186.0	48.2	32.0	28.0	-12.5	348.0	351.0	0.9	178.0	141.0	-20.8	761.5	785.0	3.1	
Total (A + B + C)	83.0	82.0	-1.2	182.5	271.5	48.8	127.0	118.5	-6.7	518.0	543.5	4.9	178.0	141.0	-20.8	1,088.5	1,156.5	6.2	
2. Faculty Positions																			
Arts & Science	431.0	473.5	9.9																
Commerce & Admin.	112.0	121.0	8.0																
Engin. & Comp. Sc.	102.0	115.5	13.2																
Fine Arts	80.0	104.0	30.0																
Sch. of Grad. Stud.																			
Sub-Total	725.0	814.0	12.3																

Notes:

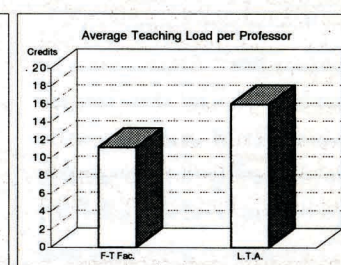
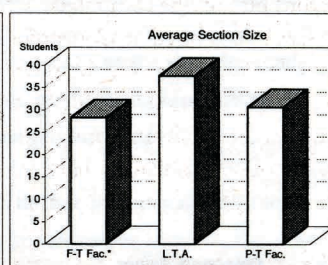
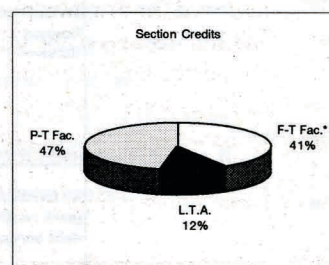
1. Including Faculty Personnel Office.
2. Includes Institutional Research, Institutional Planning * and Internal Consultant (reporting to Rector's Office in 1985-86).
3. Did not exist in 1985-86.
4. Includes the following units: Status of Women*, Ombudsperson, Work Study Programme*, Legal Counsel, Employment Equity*, Sexual Harassment Office* and Women's Centre*.
5. Includes the Industrial Liaison Office*.

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* Did not exist in 1985-86.

FULL-TIME ESTABLISHMENT POSITIONS
(ADMISSIBLE FUNCTIONS)

Full-time faculty positions have increased by 12.3% between 1985-86 and 1994-95 while full-time support staff positions have increased by 6.2%. Support staff positions have grown by 13.6% in the Faculties and Departments and by 3.1% in the institutional support function.

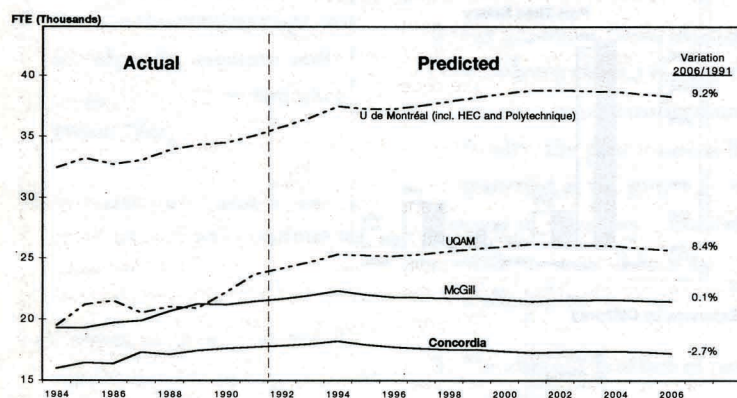
Teaching Load 1992-93
All Courses

Notes: * : In the graph on Average Teaching Load, chairs and programme directors are excluded from the F-T faculty category. They are, however, included in the graphs on Section Credits and Average Section Size.

DEMOGRAPHIC OUTLOOK

(SOURCE: MINISTRY OF EDUCATION, 1992)

The 1991-2006 enrolment forecast produced by the Ministry is the highest in recent years for the Quebec university system. It estimates the clientele growth (full-time equivalent students) at 6.1% from 1992 to 2006. Despite the projected development of the university system, Concordia's full-time equivalent students are estimated to decrease by 2.7%. However, these results rest on the assumptions that the current mix of students with regard to gender, age, mother tongue, and geographic distribution will be affected only by demographic changes in the Quebec population and its participation rate to higher education. Factors not considered in the Ministry's forecasting model include amongst others long-term economic and employment outlooks, level of tuition fees and university funding, and institutional development policies. New clientele estimates will soon be released by the Ministry. They are expected to predict a downward turn in the long-term network-wide projection of clientele. It is not clear at this time how it will affect Concordia's long-term estimates.

1992-2006 Clientele Forecast (M.E.Q.)
Montreal Universities - FTE Students

Source: Ministry of Education (M.E.Q.), March 1993 estimates.

1992-93 TEACHING LOAD

Average teaching load in 1992-93 was 11.2 credits per FTE full-time faculty member (excluding chairs or equivalent) and 16.0 per faculty with limited-term appointments. 47.1% of all section credits were taught by part-time faculty, 41.3% by full-time faculty and 11.6% by faculty with limited-term appointments. Average section size for all course levels was 28.3 students for full-time faculty, 37.6 for faculty with limited-term appointments and 30.6 for part-time faculty.

Note: The full-time equivalent (FTE) faculty figures are calculated using F-T faculty headcounts from which leaves (sabbatical, non salary, maternity and sick leaves) are discounted proportionally to a year's work. For instance, a faculty member on a half-year leave is reported as 0.5 FTE faculty. For more information contact Institutional Planning & Research.

Coût Moyen Disciplinaire par Etudiant Equivalence Temps Complet - 1993-94
Ministère de l'éducation du Québec (Février 1995)

Secteurs disciplinaires	Coût moyen d'enseignement									
	Univ. du Québec	Laval	Montréal	H.E.C.	Polytech.	Sherbrooke	McGill	Concordia	Bishop's	Moyenne réseau
Médecine	\$7,505	\$10,170	\$8,818		\$5,369	\$12,146	\$10,267			\$9,945
Péri-médical		\$26,700	\$19,724				\$22,037			\$21,430
Para-médical	\$6,174	\$7,084	\$6,339			\$7,881	\$8,185			\$6,801
Sciences pures	\$7,340	\$7,930	\$8,451	\$3,914	\$5,244	\$7,465	\$6,603	\$5,876	\$6,177	\$7,193
Sc. Appliquées	\$7,013	\$7,306	\$5,436	\$3,905	\$6,579	\$5,817	\$5,374	\$6,114	\$4,853	\$6,330
Sc. humaines	\$4,835	\$5,335	\$4,620	\$4,500	\$5,369	\$5,156	\$4,390	\$4,541	\$4,818	\$4,800
Sc. de l'éducation	\$4,878	\$4,494	\$5,090	\$4,179		\$4,775	\$4,498	\$5,479	\$2,747	\$4,804
Administration	\$4,305	\$4,258	\$4,560	\$4,006	\$5,369	\$4,154	\$3,058	\$4,068	\$6,338	\$4,069
Arts	\$7,253	\$7,683	\$6,127			\$5,994	\$6,663	\$9,169	\$6,529	\$7,366
Lettres	\$4,237	\$5,160	\$4,661	\$5,404	\$5,369	\$4,063	\$4,830	\$4,340	\$4,316	\$4,601
Droit	\$4,796	\$4,747	\$3,976	\$4,121		\$4,983	\$5,261			\$4,610
Total	\$5,252	\$6,329	\$6,083	\$4,099	\$6,427	\$5,929	\$5,524	\$5,239	\$5,106	\$5,673
Coût moyen de soutien institutionnel										
par é.é.t.c.	\$2,956	\$3,063	\$3,133	\$3,257	\$4,125	\$2,648	\$3,194	\$3,220	\$2,776	\$3,076

1993-94 AVERAGE COSTS PER FTE STUDENT - NETWORK COMPARISON

The average academic cost per FTE student (all disciplines combined) is lower at Concordia than in the network. Concordia's average cost is \$5,239 compared to the network average of \$5,673. Broken down by disciplinary sectors, Concordia's academic costs are higher in the Education and Fine Arts sectors, they are comparable in the Administration sector and they are lower than network's averages in the remaining disciplinary sectors. The average institutional support cost per student is higher at Concordia than in the network, that is, \$3,220 and \$3,076 respectively.

Judith Cézar is czarina of the Image Lab

BY JOANNE LATIMER

"We're very image-hungry here," observed Judith Cézar, technical adviser and all-around guru at Concordia's Image Lab.

The Image Lab is housed in the basement of the Visual Arts Building on René-Lévesque Blvd., serving 140 students in the Department of Design Art who are eager to make multi-media projects.

Cézar is in charge of the Image Lab's equipment, and organizes seminars on everything from video editing and photography to computer animation. "There are many niches here," Cézar said proudly. "To my knowledge, it's the only program of its kind in the country offering experimental courses in two- and three-dimensional design art."

"Students have access to animation rooms. They can build sets, make maquettes, shoot video, and do full computer graphics. They're often

given 'open-image assignments,' and can use whatever medium they see fit to complete the project."

Students are turning to computers in their design work with increasing regularity. The Image Lab currently operates with 15 Macs, eight Omega computers, two scanners and a Silicon Graphics Iris station for three-dimensional rendering.

Staff Works

"We've come a long way in five years," said Cézar. "We started with three Mac Pluses. Now we've got audio-visual capability, so you can record film on the computers."

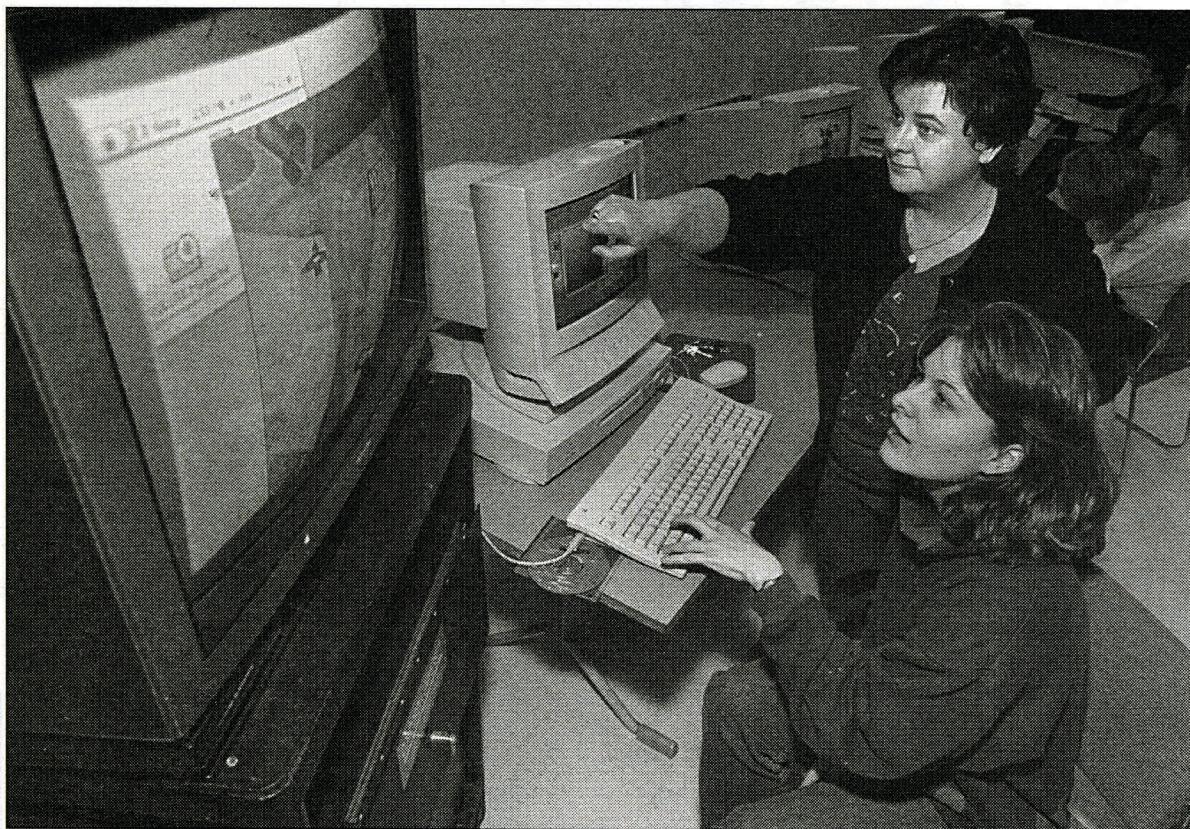
Cézar was hired at Concordia just over five years ago as a photo technician, but her position quickly morphed into something more broadly based. Coming from a background in photography, she had no specific

training in computers. "I didn't even know Photoshop when we started," she recalls now. "But we learn together here, sharing knowledge."

"I make it clear to the students that I don't know everything. It's impossible, with the rate of technological developments. What I do know are some aspects of software and how to set up the hardware, like setting up networks and trouble-shooting. Everyone here — the students and 10 faculty members — has to keep up with the new stuff as it's introduced. "And I read the trade magazines and go to trade shows. We encourage

the students to use the tutorials that come with the software and to share what they learn."

Busy as she is, Cézar hasn't neglected her first love, photography, and still freelances. She took most of the photos for *The Illustrated Oriental Rugs World Buyers' Guide*, written by Montréal Janice Summers and published recently by Crown Publishers of New York. ♥



Judith Cézar (top) with student Veronique Renaud in the Image Lab. They are viewing the CD-ROM version of the sixth issue of *volute*, a student-produced magazine.

Financial woes hurt Design Art

Budget cuts have jeopardized the Department's ability to keep abreast of technology, according to some staff and faculty.

"The machines we have now are almost out of date," technician Judith Cézar said. "You really need an update — ideally, every two or three years."

"It has been a struggle financially," concurred Susan Hudson, chair of Design Art. "Our old program was a Design major which had an honours in interior design, graphic design and exhibition design. It had 450 students, and we accepted 80 students a year. We had 25 faculty members. It went from that to what we have now: an experimental program with 10 faculty. That's a big shift."

"Design has always been isolated in art schools. Our Design Art major is now focusing more on the studio arts."

ELSEWHERE...

COMPILED BY MICHAEL ORSINI

This column highlights newsworthy events at universities across Canada and abroad. If you have any interesting bits of information to pass on, please send them to Concordia's Thursday Report, BC-117.

- **McGill University** hopes to go ahead with the adoption of a new research ethics code, largely in response to dire warnings from the federal granting agencies, which will soon require universities to adopt formal mechanisms to deal with charges of misconduct. McGill's code, which must be approved by Senate, includes some new rules. For example, in cases involving questions of authorship between graduate students and supervisors, the onus is put on principal authors to ensure that proper credit is given to all contributors. "The rules used to be unwritten," McGill's Vice-Principal (Research) told *The McGill Reporter*.
- A Forestry professor at **Université Laval** is meeting his students in cyberspace. Jean-Robert Thibault is offering a course, *Physiologie de l'arbre*, on the much-ballyhooed World Wide Web, the multimedia-based next generation of Internet technology. Thibault said professors have a duty to keep informed of new developments in their given field. Not doing so smacks of intellectual dishonesty. "It's like erecting a wall between your students and the rest of the world," he told the university's official newspaper.
- Two former employees of the **University of Manitoba** will be spending some time behind bars. Jenneice Larsen, former dean of the Faculty of Nursing, was sentenced to a year in jail and a year of unsupervised probation, and ordered to make full restitution after pleading guilty to fraud arising from travel expenses. Carol Gravestone, a former library employee, received a three-year, supervised suspended sentence after an audit of library fines found that \$16,500 was missing.
- Despite overwhelming objections, **Mount Allison University's** Board of Governors re-appointed its president, Ian Newbould, without review until the year 2001. Newbould's presidency at the university has been marred by a poor record on labour relations. A two-week strike by faculty and librarians in 1992 was followed last year by a six-week strike by support staff.
- **Rutgers University** President Francis Lawrence wishes he had never uttered three words. In discussing how minority students fare in aptitude tests, he said these students may not have the "genetic, hereditary background" to achieve good test results. Lawrence has apologized publicly for what he called a verbal mistake, but that hasn't stopped some angry student leaders from calling for his dismissal. The university even sent 47,000 letters of apology to its students within a few days of the controversy's eruption. One minority student said the letter she received was different from that of her white roommate. "Mine was much more personal," she said.
- Ontario's university presidents and other senior administrators refuse to reveal their salaries and benefits, according to *The Toronto Star*. This same information is readily available in at least four provinces — British Columbia, Alberta, Saskatchewan and Québec — and is a matter of public record in both private and state universities in the United States. Robin Farquhar, president of Ottawa's **Carleton University**, said, "If hospitals were to reveal their full compensation information about their senior executives, then I would have no objection to universities doing the same thing." *The Toronto Star* estimates that Ontario's 17 university presidents earn \$140,000 to \$250,000, and that at least half of them are offered a university-owned residence or receive housing assistance.

SOURCES: *The McGill Reporter*, *The Globe and Mail*, *CAUT Bulletin*, *Toronto Star*, *Au Fil des Événements*, *University of Manitoba Bulletin*

Hands off our Internet

BY NEIL PEDEN

Any attempts to regulate the Internet will be difficult because the information superhighway is so fluid it defies traditional controls, a computer expert said at a recent panel discussion.

Cairn MacGregor, who writes a computer column for *The Gazette*, said, "The idea of the [federal regulatory agency] CRTC controlling a huge web of information is like IBM trying to control the microcomputer explosion. The image that comes to mind is one of herding cats."

"Infobahn or Infoban? Dysfunctional Regulation of the Superhighway," was presented by the School of Community and Public Affairs, and moderated by Robert Valdmantis, senior counsel for Robin Palin Public Relations Inc.

The only answer is self-regulation, according to panelist Karim Benyekhlef, who teaches law at Université de Montréal. To say that the

Internet is without rules is untrue, since there is an established code of conduct. The role of the bureaucrat should be not to impose new rules on an unfamiliar system, but to observe and "crystallize" existing mores.

But perhaps even this is too optimistic. "People say we need a global information theory, but it's just wishful thinking," MacGregor said. "The technology will always outstrip any attempt to control it."

Panelists agreed that freedom of expression must be respected, but there have been calls for increased regulation, partly due to recent high-profile criminal cases involving the Internet. Perhaps the best-known example involves the murder trial of Karla Homolka. Despite a Canadian publication ban, facts and rumours about the case were easily available on the Internet.

Because the Internet crosses political boundaries, it would be difficult to enforce the legislation of any one country, Benyekhlef said. International legislation

might be elusive because of ideological differences. When it comes to freedom of information, he said, "Americans see Canada as a banana republic."

Jeff Campbell, who heads the statistics division at Bell Canada and teaches a course at the SCPA, said that freedom of expression on the Internet is an important issue, similar to the historical debate between state and publisher. "You should be damned for what you actually publish," he said, calling prior restraint "nasty and insidious."

Campbell used the "cult of Canadian content" as an example of attempts by government to regulate not only the lines of communication, but what is said on them. He preached vigilance, warning that the freedom of the Internet shouldn't be taken for granted. The mere existence of networks allows the possibility of regulation, and the limits of that regulation are a concern: "If we aren't careful, we will get regimes which look at content."

Part of the problem is that the information

superhighway is in uncharted legal waters. MacGregor pointed out that the line is blurring between broadcasting and private communications, yet to apply existing legislation like the Publishing Act to the Internet is cumbersome. "If I send a message that is read by a million people, does that make me a publisher?" he asked.

Greg Van Koughnett, vice-president of legal affairs for Stentor Telecom Policy Inc., agreed with MacGregor. "I like to think of an equilateral triangle; the coming together of phones, computers, and broadcasting."

This convergence of technologies is important, because emerging networks can be used for more than just fun and games. Market studies show that people want these technologies to provide business applications in areas like education and medicine, not for movies and gimmicks, Koughnett said.

The panel was one of several organized by students at the SCPA as part of their curriculum. ■

Paul Gott has been an undergraduate for 15 years, but, well, he's been busy

Alternative student plugging away

BY NATHALIE BERGERON

When Paul Gott first registered at Concordia, Journalism was a program, not a department, and it was on downtown Mackay St., not on the Loyola Campus. That was in 1980.

Gott, now 32, has been around longer than almost anybody around him, including most of the professors.

"I'm still working on my Bachelor's," Gott said, somewhat sheepishly. "I'm doing six credits this semester, and I only have three to go."

The biggest change, he said, is the equip-

ment. When he started, Journalism had 20 typewriters. Even the tape recorders were on loan from the Audio Visual Department. Another change is that students can no longer take this long to get their degrees.

But Gott has not really been wasting the past 15 years.

He has sat on Senate, and been vice-president of the Concordia University Student Association (now the Concordia Student Union). He was a founding member of *The Concordian* student newspaper, and *The Link's* news editor. He also had "grand battles" with his own department.

He has a full life off campus, too. He has toured the country three times with his punk band, Ripcordz, established his own record label, EnGuard, and published a music newspaper, *RearGarde*. He also helped found the successful downtown weekly, *The Mirror*, and was its first music editor.

His band is his first love. Formed in 1984, Ripcordz has become so popular in the music underground that a group of punk bands recently produced a tribute album. Gott was touched.

"They sprung it on me at a concert before Christmas. They called me on stage and said, 'Paul Gott, this is your life!' For the first time in my life, I was speechless."

He finds it strange to see former classmates or reporters who worked with him at *The Link* out there with responsible jobs, like Ron Charles, now a national reporter for CBC television.

"I meet Andrew Carter [of CHOM FM] and Trudi Mason [CJAD] in the corridors, and they go, 'Hey, Paul, are you teaching a course here, too?' And I answer, 'No, I'm still trying to get my Bachelor's,'" he laughed.

He has no regrets. "They're stuck in jobs. I'm still doing a lot of stuff I just like doing. I'm very happy with the choices I've made."

Enn Raudsepp, chair of Journalism, gives Gott credit for hanging in there. "I'm impressed that he cares enough to keep coming back to finish his education."

Gott owns his own typesetting and design business, which is doing well enough to have bought him a house. His record label has produced about 40 albums.

His shaved head and punk looks, all in black and covered in chains, make him hard to miss walking around the hallways. If you don't see him, you hear him coming. This actually got him into trouble when he read the news in Radio class. You could hear the chains clink on air.

"I think I got marked down for it. This is my radio news jacket," he said, showing a thick plaid coat. "I wear it every time. That way I don't make noise any more."

Gott said that his looks can be an advantage. "If you are reasonably polite, people are impressed and happy. They warm up very quickly, after the initial shock. I think they warm up more, because they expect less." ■

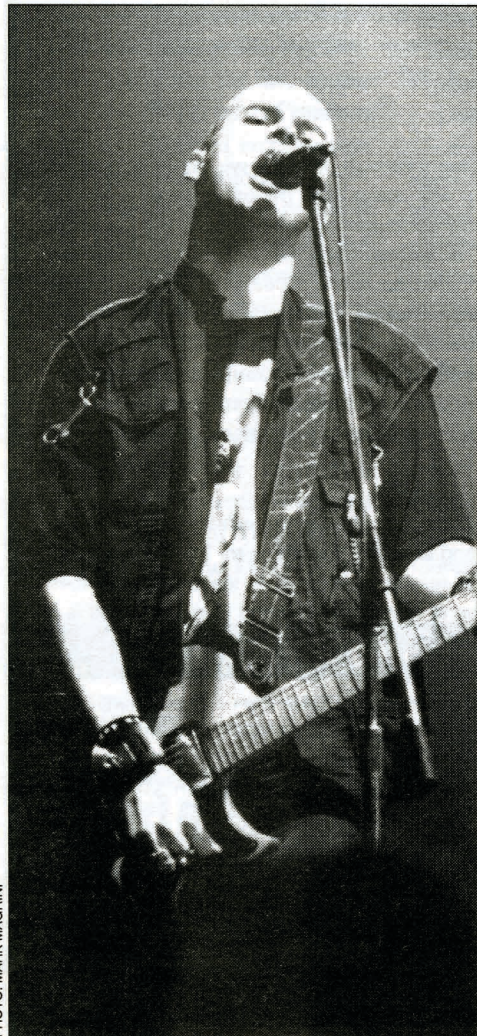


PHOTO: MARK MAGRINI

CONCORDIA COUNCIL ON STUDENT LIFE

ANNUAL AWARDS

REQUEST FOR NOMINATIONS

The Concordia Council on Student Life awards committee is seeking nominations for the following:

1. **Outstanding Contribution Awards: open to students only**
2. **Media Awards: open to students only**
3. **Merit Awards: open to all members of the University community**
4. **Teaching Excellence Awards: open to faculty**

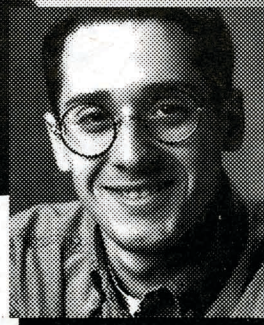
These awards have been developed to recognize exceptional contributions to student life and to recognize excellent teaching at Concordia University.

Nomination forms are available from:

Dean of Students Office	AD 121 (Loyola), H-653 (SGW)
CSU	SC-103 (Loyola), H-637 (SGW)
GSA	T-202 (SGW)
ECA	H-880-10 (SGW)
CASA	GM-218 (SGW)
Information Desk	Henry F. Hall Building, main floor

Deadline for nominations: March 30, 1995, 3 p.m.

Christopher Hinton
Assistant Professor, Cinema



John
Spezzacatena
MFA student
in film
production

Concordia professor credits students for Oscar nomination.

When Christopher Hinton's "Blackfly" was nominated for an Oscar in the best-animated-short category in 1992, his first reaction was to credit his teaching experience and his students at Concordia's Cinema Department for much of his success. "After you've been in any business for a few years you tend to get stuck in a rut," said Hinton. "Students, on the other hand, come to you with fresh, open minds. Knowing how to listen to them has helped me develop new techniques and explore new ideas which have worked out very well for them and for me".

This cooperative approach to teaching and learning is what attracts students like John Spezzacatena to Concordia. The University's first Master of Fine Arts student in Film Production with a concentration in Animation, Spezzacatena praises Hinton and the program: "The dynamics of the program are just as important as the curriculum. And being taught by people with real experience who recognize students' good ideas is very special".

And there are other valid reasons Concordia is the right university for so many people: more than 160 undergraduate and graduate programmes with strong reputations in business studies, communications, psychology, fine arts and engineering; a college system offering a personalized approach to education; a friendly atmosphere with professors who are known for their accessibility; a remarkable choice of programmes on a full- and part-time basis; and two campuses with a student body truly representative of Montréal's diverse population.

When you consider that Concordia is also known for being in touch with the real world, you can be assured that what you learn here will go farther out there.



1455 de Maisonneuve Blvd. W.
Montréal (Québec) H3G 1M8
Tel: (514) 848-2668

Real education for the real world

Ads focus on quality of profs

A new set of Concordia image campaign ads — like the one on this page — has begun appearing across Canada. The English- and French-language ads are running in student newspapers from coast to coast (in an effort to attract more graduate students to Concordia) and in such mainstream press as *The Globe and Mail's Report on Business*, *The Financial Post*, *The Toronto Star*, *The Ottawa Citizen*, *La Presse*, *The Gazette* and *Les Affaires*. The image campaign is a project of Concordia's Institutional Marketing Committee.

IN BRIEF...

Hersovics Memorial Fellowship created

The University has established the Nicholas Hersovics Memorial Fellowship in honour of the late Mathematics professor.

Hersovics died more than a year ago, leaving behind a bequest to create a graduate fellowship in Mathematics Education, a discipline to which he devoted his energy.

An award will be made each year to a student in Concordia's Master in the Teaching of Mathematics program.

Anyone who would like to contribute to the fund should contact David Brown (University Advancement Office) at 848-4859. The contributions are tax exempt.

Kroker everywhere

Political Science Professor Arthur Kroker was the subject of a profile on the CTV national news on February 21.

The avant-garde editor of *CTHEORY* was hailed as "the McLuhan of '90s" and "a prophet, poet and archeologist of the future." The piece explored the international impact of Kroker's writing about technology and culture.

Part of the film was done in San Francisco, where Kroker gave lectures at the San Francisco Art Institute, was interviewed by National Public Radio, and participated in a satellite hook-up with a Los Angeles television station for a two-part series on his books, *Spasm* and *Data Trash*.

CALL FOR NOMINATIONS

Faculty of Commerce and Administration

DISTINGUISHED TEACHING AWARDS

Given annually since 1988

For the first time this year, part-time faculty will be recognized independently.
They account for approximately 50 per cent of the faculty.

Nominations should be directed to Danielle Morin, Associate Dean, Academic and Student Affairs, GM-201-17, or to another member of the nominating committee: Arshad Ahmad, George Lowenfel, Ron Crawford, Mahesh Sharma, Michel Bergier, John Hall, Victor Choucair, plus two more members still to be named.

Deadline: March 31, 1995

TRESIERRA continued from p.1

publishing as an arbiter of quality research results in the publication of poor work. Meanwhile, professors are, on the basis of that work, given lighter course loads in order to pursue their research.

"In my opinion, we could very easily teach five courses a year. I'd be very happy to do that and maintain quality research at the same time, but it is this system that prevents people from doing so properly," he said. ♥

ORPHEUS continued from p.1

the computer, and a musical instrument such as drums or a keyboard.

Ritter recently donated a copy of Orpheus to Concordia's MITE-AVISTA lab. The program was the star of several demonstrations held recently at the lab, which is in the Audio Visual Department of the Henry F. Hall Building. MITE employee Sara Morley said there might be a workshop on Orpheus for students after staff familiarize themselves with the program. ♥

The BACK Page

Events, notices and classified ads must reach the Public Relations Department (BC-115) in writing no later than Thursday, 5 p.m. the week prior to the Thursday publication. For more information, please contact Kevin Leduc at 848-4881, by fax: 848-2814 or by e-mail: kevin@alcor.concordia.ca.

MARCH 9 • MARCH 23

Alumni news

Discovering Your Inner Child Tuesday, March 21

Difficulties in relationships experienced as adults often have their roots in the family of origin. By becoming acquainted with one's inner child, one can begin to understand some of the core issues and dysfunctional relationship patterns that are established in childhood and re-enacted throughout life. 7 to 9:30 p.m., SGW-H.767, \$12 per person. Information: 848-3817.

Campus Ministry

Third World Experience in Cuernavaca, Mexico. For information: Micheline Bertone SSA, 848-3591, Annex Z

Mid-life directions retreat/workshop April 17 - 23

Facilitators: Janice Brewi, CSJ, and Anne Brennan, CSJ, founders, directors and designers of Mid-life Directions Workshops/retreat and training programs integrating developmental Jungian psychology and Judeo-Christian spirituality. For information, please call Michelina Bertone, SSA, 848-3591.

Concert Hall

Friday, March 10

The Nia Quintet will perform works by Bottenberg, Cherney and others 8 p.m. Free.

Sunday, March 12

Barbara Lewis will present her work in progress, *Hara's Quest*. 3:30 p.m. Free.

Tuesday and Wednesday, March 14, 15

EuCue 13.9 & 13.10 electroacoustic concerts. 8 p.m. Free.

Friday, March 17

Concordia Faculty composers' evening. 8 p.m. Free.

Saturday, March 18

Jazz concert, featuring Charles Ellison, trumpet with an all-star quintet. 8 p.m. Free.

CPR Courses

The following CPR courses will be offered by the EH&S Office in the next few weeks. Members of the Concordia and outside communities can take these courses. Contact Donna Fasciano, training co-ordinator, at 848-4355.

CPR Heartsaver Plus Course April 8

6 to 8 hours for life: This course includes rescue breathing, one-person-rescuer CPR, management of the obstructed airway, and infant, child resuscitation.

CPR Heartsaver Course April 16

4 hours for life: This course includes rescue breathing, one-person-rescuer CPR, and management of the obstructed airway.

Film

Conservatoire d'Art Cinématographique de Montréal
Cinéma J.A. DeSève, 1400 de Maisonneuve Blvd. W., Concordia University (Métro Guy-Concordia). Admission: \$3.

Friday, March 17

Mon oncle Antoine at 7 p.m.; *The Ruling Class* at 9 p.m.

Saturday, March 18

The Father at 7 p.m.; *A Clockwork Orange* at 9 p.m.

Monday, March 20

Le testament d'orphée at 8:30 p.m.

Tuesday, March 21

The Adversary at 8:30 p.m.

Wednesday, March 22

Europa Europa at 8:30 p.m.

Thursday, March 23

Man of Aran: Making of the Myth at 7 p.m.

The Loyola Film Series

F.C. Smith Auditorium, 7141 Sherbrooke St. W. Tel. 848-3878. Free.

Wednesday, March 15

Mouchette, Robert Bresson (1966) at 7 p.m.; *Ma nuit chez Maude*, Eric Rohmer (1960) at 8:45 p.m.

International Students Office

Re-entry workshop - Graduating? Nervous about going home? Thursday, March 30

The video *Welcome Home Stranger* will be screened, and a talk will focus on the stress, anxiety, ambivalence, and changes associated with going home. 10 a.m. - noon or noon - 2 p.m. in H-653. 848-3516.

Cabane à sucre/Sugaring-off party Friday, March 31

Come visit an authentic cabane à sucre in Rougemont (40km from Montréal) and enjoy a traditional Québec feast of tourtière, beans and crêpes. Square-dancing and regular dancing. Tickets: \$15 per person (includes transportation and supper), \$7 for children 5 to 12 (under 5 - free). Buses leave at 2 p.m., return at midnight. 848-3515.

Lacolle Centre for Educational Innovation

Saturday, March 25 Presentation Skills

Participants will learn what communication is and what it is not, how to communicate effectively, how to earn the "right" to communicate, how to control through structure, how to control through language, how to influence through visuals, voice and body language. Leader: David Mofford, MA. 9:30 a.m. - 4 p.m. Loyola Campus. Fee: \$56.98. Information: 848-4955.

Sunday, March 26 If the job fits, do it!

Through a series of exercises, participants will explore their potential, identify personal and professional expectations, strengths and abilities and plan long-term action goals. Leader: Shirley Caplan. 9:30 a.m. - 4 p.m. Loyola Campus. Fee: \$56.98. Information: 848-4955.

Lectures and seminars

Loneragan College Monday, March 20

Philip Hansen on "The Contemporary Significance of Hannah Arendt's Political Thought." 8 p.m. in DL-200, 7141 Sherbrooke St. W. 848-2280.

Simone de Beauvoir Institute

Thursday, March 9

Janet Maclellan Toole on "Collecting Oral History." 7:30 p.m., LB-369, 1400 de Maisonneuve Blvd. W.

Thursdays at Loneragan

Thursday, March 9

Eileen DeNeeve, PhD, Economics, Animator and VP of Research, Thomas More Institute on "Loneragan's Economic Cycles." 3:30 - 5 p.m., 7302 Sherbrooke St. W. Information: 848-2280.

Social Aspects of Engineering

Thursday, March 9

Guy D. Bird on "Technology, trade and sustainability: Issues for the forest industry." Course: Engr. 496/4BB. 5:40 p.m. - 8:10 p.m. H-609, 1455 de Maisonneuve Blvd. W.

Sparklers Club

Thursday, March 9

Prof. Lazlo Géfin, Principal, Liberal Arts College, on a recent trip to Russia with students of the College. 2:30 p.m., H-937, 1455 de Maisonneuve Blvd. W.

Visiting Artists

Friday, March 10

Lynne Cohen will speak at 1:30 p.m. in VA-114, 1395 René-Lévesque Blvd. W.

CARA

Friday, March 10

J. Krishnamurti video presentation, "Ending disorder is the ending of death." 8 p.m., H-420, 1455 de Maisonneuve Blvd. W. Free. Donations accepted. Information: 937-8869.

Department of Art Education

Monday, March 13

Malcolm Coker, PhD student, Art Education, on "Traditional schools as an agency for the training of artists in Sierra Leone." 6:30 - 8:30 p.m., VA-245, 1395 René-Lévesque Blvd. W.

Department of English

Tuesday, March 14

Michael McKeon on "Replacing Patrilineage: Thoughts on the novel after its origin." 8:30 p.m. in BR-207, 3475 West Broadway. 848-2340.

Centre for Community & Ethnic Studies

Wednesday, March 15

Joseph Smucker, Department of Sociology and Anthropology, on "The Changing Labour Markets: Implications for Ethnic groups." 12:30 p.m. - 2 p.m. in LB-677, 1400 de Maisonneuve Blvd. W.

Thursdays at Loneragan

Thursday, March 16

Francelia Butler, PhD, peace educator, Professor of Children's Literature, University of Connecticut at Storrs, on "Alternative Education for Peace: Peace Games Program." 3:30 - 5 p.m., 7302 Sherbrooke St. W. Information: 848-2280.

CARA

Friday, March 17

J. Krishnamurti video presentation, "Truth is the Catalyst to end conflict." 8 p.m., H-420, 1455 de Maisonneuve Blvd. W. Free. Donations accepted. Information: 937-8869.

Department of Art Education

Monday, March 20

Tu Mei Ru, Professor of Education in Art, Nanjing Normal University, on children's art. 6:30 - 8:30 p.m., VA-245, 1395 René-Lévesque Blvd. W.

School of Graduate Studies News

Doctoral Thesis Defences

Thursday, March 9

Carole Groleau, Communication Studies, on "An examination of the computerized information flow contributing to the mobility of tasks in three newly computerized firms." 1 p.m., H-769, 1455 de Maisonneuve Blvd. W.

Friday, March 10

Laird Stevens, Humanities, on "Knowledge of the self." 10 a.m., H-771, 1455 de Maisonneuve Blvd. W.

Thursday, March 16

Wenyi Long, Civil Engineering, on "Application of optimization theory to the design of cable stayed bridges." 10 a.m., H-769, 1455 de Maisonneuve Blvd. W.

Special events and notices

CUPFA Professional Development Fund

Funding is available and CUPFA members are strongly encouraged to take advantage of this opportunity. The deadline for applications to the next round of the CUPFA Professional Development Fund is April 10, 1995. Applicants should consult new information and guidelines sheets, and must complete the new application form. All are available at the CUPFA office, Annex K, 2150 Bishop St., 848-3691. Five copies must be submitted, which include a letter of reference, so please pick up these handouts well in advance of the deadline. Information is also available about the Learned's, which will be held in Montreal this May/June.

M. Eng (Aerospace) Information Session

Thursday, March 16

The annual information session will take place at 2 p.m. in the J.A. DeSève Cinéma, LB-125, 1440 de Maisonneuve Blvd. W. 848-3134.

ECA Blood Drive

March 13 - 14

Cafeteria, 7th floor, 1455 de Maisonneuve Blvd. W., 10 a.m. - 5 p.m. Help us make it a success!

Unclassified

Apartment to share

Large, sunny 5 1/2 to share. Fully furnished, equipped, quiet, near park, 5 min from Métro St. Henri. \$300. Short term stay of post-doc, visiting student or scientist possible. Call Juergen. Work: 987-6936, Res: 938-4817.

Looking for accommodation

Professor, sabbatical, looking for quiet 2 bedroom, furnished accommodation in Montréal, period of 1, 2 or 3 years between Sept. '95 - April '98. Priority: September '95 - May '96. Extremely reliable (613) 820-9492.

Success to all students

WordPerfect 5.1. Term papers, resumes, applications. 28 years' experience, both languages. 7 days a week. 175 oblique, double spaced. Just two streets away (Peel). Paulette or Roxanne. 288-9638/288-0016.

Experienced editor

Student papers, etc.. Transcript of tapes, preparation of resumes, translation Spanish/English. Tutoring English. 7 days/week. 10 minute walk. Marian 288-0016.

Apartment to share

Female non-smoker to share 4 1/2 in NDG. Close to bus/Métro, facing park, quiet. 486-0834.

Twinhead notebook computer for sale

386 sx, 6 meg ram, 60 meg hard drive, monochrome, internal trackball & fax/modem, 2 batteries, Windows 3.1 & DOS 5.0. 426-3433.

Women's Centre

Friday, March 10

Film, *Born in Flames* 1 p.m. - 5 p.m., 2020 Mackay, downstairs. The screening will be followed by tea, cookies, and revolution-plotting. All wimmin, dykes, babes and women welcome.

Workshops

Ham Radio Class

A beginners' amateur radio class will be held Saturday and Sunday, March 18 and 19, from 9 a.m. - 5 p.m. in H-644-1. To register call the Concordia Amateur Radio Club at 848-7421. Cost is \$50 for Concordia students, \$75 for others. Includes text book, question book, regulations and exam. No Morse code.

Health Services

Nutrition Workshop: Healthy Heart Nutrition

Tuesday, March 14 and Thursday, March 16 from noon - 1:30 p.m. H-653, 1455 de Maisonneuve Blvd. W. Bring your lunch.

Learning Development Office

Tuesday, March 14

Psychological Type and Teaching and Learning

In this session, participants will examine their own preferences on the four scales on the MBTI, as well as explore the implications of these differences for teaching a diverse group of learners. Leader: Ron Smith. 9:30 a.m. - 12:30 p.m., LB-553-2, 1400 de Maisonneuve Blvd. W. Call 848-2495 to register.

PUBLIC RELATIONS DEPARTMENT SPECIAL EVENT PLANNER

Take a deep breath. You are about to organize your first special event. Of course, at the same time, you must keep on top of all your regular duties. So if your first question is **HOW** do I do it? Your second should be **What can help me?**

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